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ABSTRACT

The purpose of this study was to determine the extent to which the child care system in the metropolitan Detroit area is responsive to the needs of families. The study is introduced by a literature review examining current tends and providing a historical overview of child care in the United States. Questionnaires sent to parents of children at eight day care centers assessed parents' needs and family characteristics. Questionnaires sent to directors of 13 day care centers elicited information about program operation. Questionnaires sent to 57 staff members of day care centers assessed factors including staff morale and training. Results from the parent questionnaire indicated that a well-trained staff and the opportunity for children's interaction with peers were the most important issues for parents. The program director questionnaires elicited data on such factors as times of operation of the centers, age groups served, and level of staff training. The staff questionnaire provided data on staff age, education level, and satisfaction with various conditions in the centers. It is concluded that there is a disparity between child care services parents need and those offered by centers in the metropolitan Detroit area. A list of 29 references is provided. Appendixes include copies of the questionnaires used in the study. (BC)

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A STUDY OF THE CHILD CARE DILEMMA IN THE METRO DETROIT AREA

Presented to
the Faculty of the School of Human and Educational Services
Oakland University

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts in Teaching in
Early Childhood Education

by
Michelle Russell Miller
August, 1989

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DEFINITION OF TERMS

ABC bill (Act for Better Child Care Services): Introduced by Senator Christopher Dodd (D-CT), the first major congressional child care effort since the Nixon administration. ABC includes subsidies to the states for child care for poor and moderate-income families; set basic health and safety standards to be met by states and limits on the number of children per caregiver; and provided funds for the training of personnel. ABC was quashed on the Senate floor on October 7, 1988.

Caregiver: A person providing direct care, supervision and guidance of children who is an adult or who is 17 years of age and who has satisfactorily completed at least one year of a vocational-occupational child care aide training program approved by the department of education (State of Michigan Department of Social Services 1984).

Child Development Associate (CDA): A credential earned upon satisfactory completion of a competency-based program. The Child Development Associate provides an alternative for training and credentialing early childhood caregivers (Kagan 1989a).

Child care arrangements: describes how the children of working women are cared for during the time their mothers are at work. Child care arrangements include not only informal arrangements where neighbors, relatives, or family members look after the woman's children either in the child's home or their own homes but also organized child care facilities such as day or group

care centers or nursery schools or preschools (U.S. Bureau of the Census 1987b). Some women may use more than one type of child care arrangement in the course of a typical work week; two categories of child care arrangements referred to in this study are primary and secondary.

Children at risk: They include a large proportion of young people from poor families of all races. They include minority and immigrant children who face discriminatory policies and practices, large numbers of girls and young women who miss out on education opportunities routinely afforded males, and children with special needs who are unserved, underserved, or improperly categorized because of handicap or learning difficulties (National Coalition of Advocates for Students 1986).

Compensatory education: Education aimed at making up for certain cognitive and motivational deficits which predispose "disadvantaged" children to early and cumulative school failure (Evans 1975).

Custodial care: Traditionally, day care settings and homes have been places for children of working parents where the accent is upon meeting children's basic physical needs (Evans, p. 18).

Disadvantaged children: see children at risk.

Early childhood education: Refers to school-based educational programs for children usually from about the age of three. This may include nursery schools, kindergartens, and most day care centers whose functions are not limited to minimum

physical caretaking.

Early childhood education program: An educational child care program aimed at influencing the course of children's intellectual, social, and emotional development.

Early intervention: Compensatory education is seen as a means of intervention in the "cycle of poverty" for the disadvantaged.

Employer sponsorship: The two most significant employer sponsored child care developments are low-cost items and characterize large, generous firms primarily: providing child care Resource and Referral programs and establishing salary reduction plans that include a child care tax and spending benefit. On-site child care constitutes only a very small proportion of the totality of employer activity in the child care arena, and a declining proportion over time. Most employers are disenchanted with on-site care because it is too expensive to establish, too risky to operate, too complicated to administer, and too likely to be underused.

Family day care: A form of substitute care seen as most akin to care by a parent. A "motherlike" person cares for the child in her own home, if not in the child's home.

Head Start: A comprehensive early childhood education program for low-income preschool children established during the mid-1960s. Head Start continues as the only federally funded child care program with strong popular and congressional support and steadily rising funding (Kahn & Kamerman 1987). Head Start is an example of an early intervention program.

In-home care: The form of child care working parents often claim to prefer. An adult comes into the home and looks after the children there.

Latchkey program: A program available for school age children during after school hours while a parent is working. A latchkey program is an example of a type of secondary child care arrangement.

License: Administrative rules govern child care centers within each state. These rules set forth the minimum standards for the care and protection of children attending day care centers and nursery schools (State of Michigan Department of Social Services 1984). Only centers which comply to state standards may receive a state license.

Nursery school: A form of child care center directed at education, interaction, and socialization. This type of program is more likely to have scheduled activities, clearly defined play areas with associated routines, and a specific curriculum: Traditional, Montessori, High\Scope, Piagetian, or Open.

Organized child care facilities: Day and group care services and nursery/preschool based arrangements constitute the organized child care arrangements used by employed women with children under five years of age.

Parental leave bill: A bill that if passed, would require employers of more than 50 workers to grant unpaid leave of up to 10 weeks to parents of newborn, newly adopted, or seriously ill children. This bill, part of a package along with the ABC

bill, was voted down at the Senate level in 1988.

Preschool: A child care setting outside the child's home, usually for children between the ages of two and one half years through five years of age. See also early childhood center, nursery school, Head Start.

Primary child care arrangement: Refers to what the child was usually doing or the way the child was usually cared for during most of the hours the child's mother was working.

Questionnaire: A set of questions for obtaining statistically useful or personal information from individuals.

Resource and Referral (R&R): This phrase connotes a joining of the more traditional "information and referral" functions with resource development and provider support. R&R is aimed at serving working parents who need help in finding care arrangements as well as child care providers and members of the community. These services are supported by state and local government, private foundations, United Way, employer contracts and contributions, and fees charged to parents. Many parents want assistance in judging and finding quality care and in dealing with their children's developmental problems.

Secondary child care arrangement: Refers to which arrangement was used second most frequently while the child's mother was working, i.e. latchkey care. The most frequently mentioned secondary care arrangement is care in the child's own home (42%). Another 24% are cared for in someone else's home, while about 321,000 children (7%) attend day/group care

centers after school. Altogether, 1 million children of employed mothers (including those working part time) cared for themselves after school while their mothers were working (U.S. Bureau of the Census 1987).

Single-parent family: Family structure with only one head of household, most often a female. An increasing number of families fit this profile. Female-headed single-parent families are expected to increase by 2.8 million by the year 2000. Female-headed families are generally poorer than two-parent families because they lack a second wage earner, because women's wages are generally lower than men's, and because women who become single parents at a very young age frequently lack education and job skills (Children's Defense Fund 1989). In Michigan alone, an estimated 23.6% of all children were from single-parent families in 1980 (Children's Defense Fund 1989).

Temporary or Crisis child care: such care often could be used even by normally well-functioning families; for example, when the mother is hospitalized.

CHAPTER I

Purpose of Study

The Child Care Field in the U.S. is in the midst of rapid development and change. It is said that America is in the midst of a child care crisis, and herein lies the purpose of this study. Studies conducted on the national level have demonstrated that the demand for early childhood programs has increased dramatically over the years. Further, there is strong evidence that the demand will continue.

Statement of the Problem

The problem is that the supply of quality programs consistently falls short of demand. The aim of this study is to examine child care issues on the local level, namely the Metro Detroit area, in order to determine the extent to which the child care system is responsive to the circumstances and needs of families and their children.

Rationale

This chapter reveals evidence of the growing national child care crisis. This crisis has occurred as a result of economic and demographic transformations in the past two decades. The demand for child care has increased dramatically over the years because of increasing numbers of two-earner and single-parent families. Women comprise a growing portion of the work force, and ensuring appropriate care for children of working mothers is no longer just a mother's responsibility. It has become a social responsibility.

In most cases, workplace and government policies have not responded to societal trends in a timely manner. Americans have basis for concern. The current situation is inadequate, and the problems will only grow worse. The following statistics and figures reflect the growing need for child care in America.

> In 1950, when only 14% of mothers of children under five were in the labor force, families could meet most of their child care needs by themselves. But in 1987, when 52% of mothers of children under five were in the labor force, parents and other relatives could only provide care for about half the children needing it. (Schweinhart 1989, p. 8)

Today, over half of the 45.6 million children in two-parent families have both parents in the work force, and by the year 2000, 75% of all two-parent families will have both parents in the work force. By 1990, at least half of the work force will be female, and an estimated 30 million infants and children will need child care services. By 2001, women will be more than 60% of the labor force (Devaud, 1988).

Figure 1 (Children's Defense Fund 1987 p. 2) illustrates the increasing numbers of children with mothers in the work force. The number of millions of children has grown steadily since 1970. The percentage of preschool children with mothers in the labor force grew from 29% in 1970 to 49% in 1985; the numbers are projected to increase to 65% by 1995. The percentage of children between the ages of 6 and 17 grew from 43% in 1970 to 62% in 1985; the numbers are expected to increase to 77% by 1995.

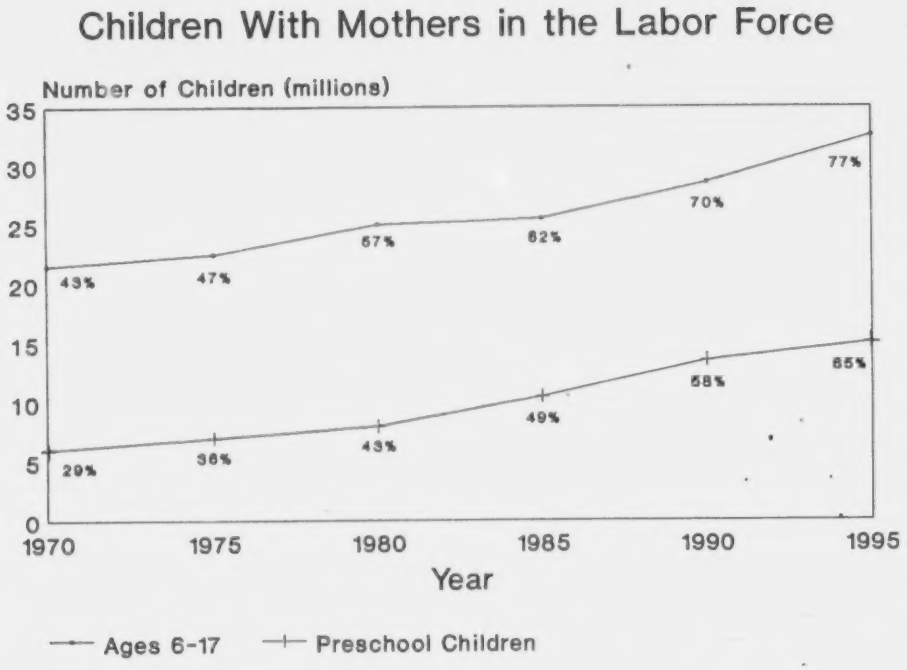

Figure 1. Number of children with mothers in the labor force.

Figure 2 (U.S. Bureau of the Census, p. 7) illustrates the increasing numbers of employed mothers using organized child care facilities as the primary arrangement for their youngest child under five. This graph compares the growth in percent of children under five enrolled in day or group care with those in nursery or preschool between the survey years of 1982 and 1984-84. In 1982, 19.8% of mothers employed full time used organized care facilities as a primary arrangement for their youngest child under five as compared with 29.8% in the survey year 1984-85. In 1982, 7.9% of mothers employed part time used organized care facilities as a primary arrangement for their

youngest child under five as compared with 16.6% in the survey year 1984-85.

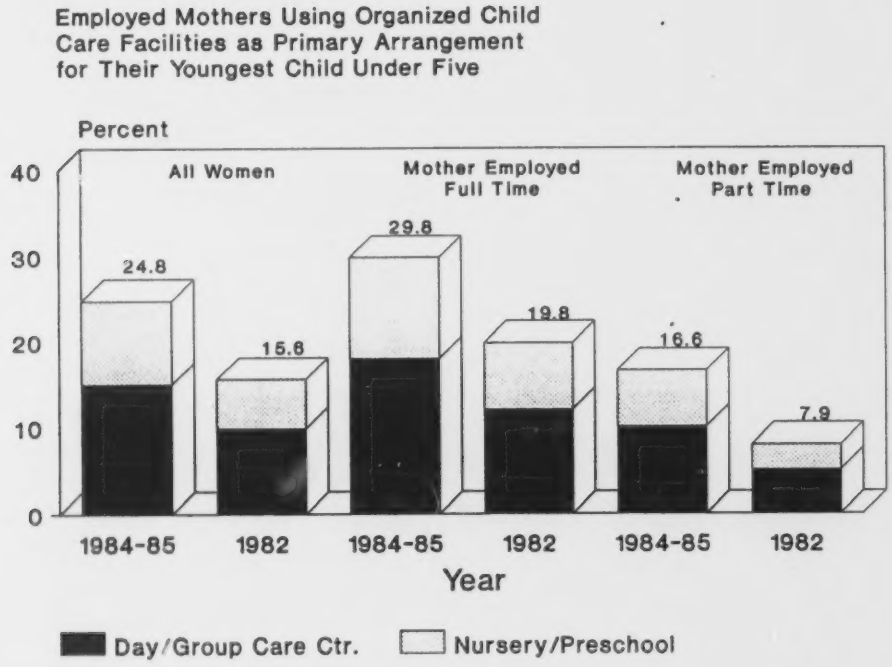

Figure 2. Primary child care arrangements for children under 5.

Figure 3 (U.S. Bureau of the Census, p. 7) illustrates the increasing percent of children under five in organized child care facilities by age group and type of facility during the survey year 1984-85. The breakdown by age group is as follows. 8.4% of children under one year of age attend day or group care centers and 5.7% attend nursery or preschool programs. 12.3% of children one and two years of age attend day or group care centers and 5.0% attend nursery or preschool. 17.8% of children three and four years of age attend day or group care centers and 14.4% attend nursery or preschool.

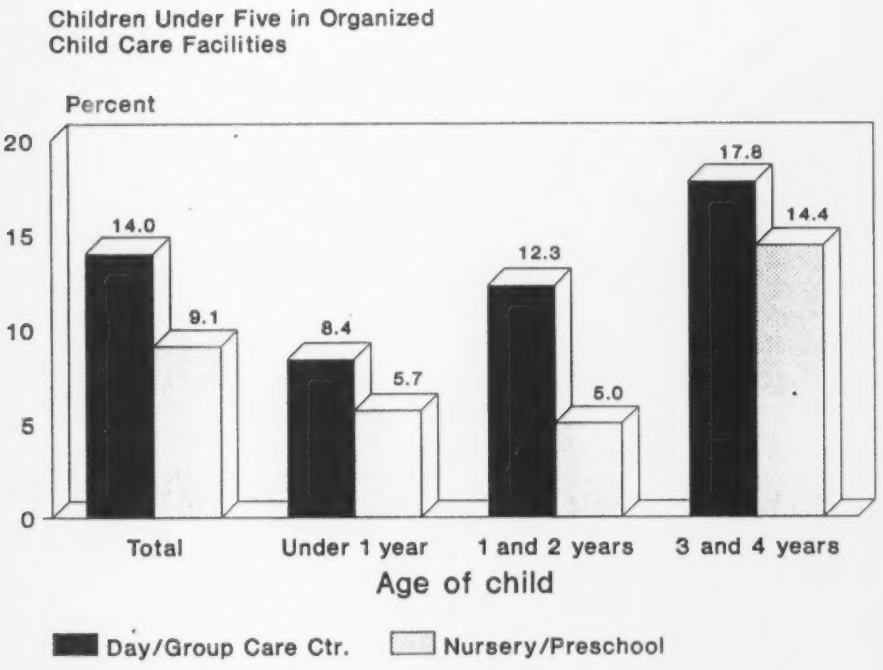

Figure 3. Children under 5 in organized child care facilities.

The trend towards increased maternal employment is indisputable, as are the pressures towards increased economic opportunities for women and economic equity between men and women. In 1988, only 10% of America's families still fit the "traditional" stereotype of two parents, with mother working full-time at home and father working full-time on a job (Hymes 1988).

Many contend that women should stay home with their children instead of going off each day to work. Working mothers are often seen as spoiled and selfish, unwilling to make the sacrifices a mother should make. Karl Zinsmeister (1988) of the American

Enterprise Institute has written extensively on the "harm" stemming from child care. Zinsmeister asserts that women have chosen to take on employment responsibilities without rejecting their "traditional" duties at home; in the process, the children are "neglected" when left in the care of others. According to Zinsmeister, "The experiment in forging new roles for women has taken place (not coincidentally) in one of the most self-interested eras in American history (the 'me-decades')." He suggests an abandonment and subsequent collapse of traditional systems of parenting because of a rising "egoism" (p. 46).

Many still refuse to believe that a child care crisis exists. U.S. Secretary of Labor Ann McLaughlin takes the position that the "crisis" has been blown out of proportion and that most families have indeed found child care. According to McLaughlin, "obviously" every working mother must have found child care in order to work. But the issue is that what mothers want and what children deserve is *good* child care, not just *any* type of arrangement.

Economic conditions have forced women into the marketplace. If you consider the cost of living today you can understand the pressure for women to work. A 1983 "New York Times" poll reported that "For 71% of mothers who work the primary reason was not for something interesting to do but to support their families" (Children's Defense Fund 1989). In America, it is common for mothers to work, for families to spend almost half of their income on housing, and for families to have no health insurance or to be underinsured (Rosewater 1989). In a July

address to the National Federation of Business and Professional Women's Clubs President George Bush declared, "Child Care is nothing short of a family necessity" (Hymes 1988).

Better Homes and Gardens investigated the child care dilemma and reported economic conditions as a driving motivator for women to enter the work force.

> As baby boomers have come of age, competition for good jobs has grown fierce, and salaries at the lower end of the job scale haven't come close to keeping up with inflation. Of all married working women, one fourth have husbands who earn less than $10,000 a year; half have husbands earning less than $20,000; and 80% have husbands earning less than $30,000 a year (Jordan 1989, p. 14).

There is much evidence to show that child care is a key to parents' ability to work. A recent survey of 101 low-income mothers found that more than half of the non-working mothers surveyed and 57% of those recently unemployed were not working because of problems finding child care. Almost 35% of women who are working at or looking for part-time jobs said they would work longer hours if child care were available (Devaud, p. 6). Problems in finding child care arrangements for young children are often encountered by working mothers since organized child care facilities usually exclude the admission of infants and toddlers (U.S. Bureau of the Census 1987b).

In short, child care and education outside the child's own home and family is here to stay. It is clear that women will continue to enter and remain in the work force, and that the

child care service field will need to expand further and in different ways to respond to their needs. Yet as the number of children with working mothers has grown, there has been little corresponding increase in our society's commitment to quality child care.

According to a national Harris poll conducted between December 22, 1988 and February 8, 1989, most Americans believe that children are receiving inadequate child care. Findings reveal:

* Sixty-three percent assert that society is doing too little for children.
* Only 25% think that children get good care.
* Just a tiny minority, 8%, think the child care system is working well in this country (Galinsky, p. 2).

Furthermore, child care needs of millions of working parents are being largely neglected by the federal government, state and local governments, and employers in spite of strong public opinion to improve the situation (Galinsky 1989, p. 3). According to the Philip Morris survey:

* Ninety-seven percent think that parental leave is necessary.
* Eighty-nine percent think that employers should provide flexible and part-time work schedules.
* Eighty-four percent believe that joint efforts between government and business are needed.
* Eighty-five percent endorse minimal standards set by the federal government 'to ensure that child care is of an

acceptable quality.'

* Ninety-six percent favor legislation that gives parents choice.
* Ninety-five percent think that action should be taken to make sure that funding is used effectively and local needs are respected.

James L. Hymes reveals more appalling facts about the state of child care in Early Childhood Education: The Year in Review. A Look at 1988 (p. 4):

* Only 2 to 3 million slots with licensed child care providers [are] available for the 21.6 million children under age 6.
* [There is] an annual 42% job turnover rate among these child care providers.
* The abysmal salaries paid to full-time providers in child care centers (a median annual income of $9,204) and to those in home care ($4,420), put child care workers in the lowest 5% of American wage earners.

Many issues present themselves as Americans consider the present and the future of early childhood programs, but one fact is clear: the problem will only grow worse because the numbers of children will continue to grow. The field of child care is indeed suffering from growing pains, and in this time of expanded need for child care there are major uncertainties.

Change is on the horizon, but the problem must be defined before it can be solved. Even now, experts and critics argue over the parameters of the child care crisis and possible

solutions. It is necessary in any investigation to consider current trends as well as to review historical perspectives for insight. The following chapter examines related literature for past and present trends in the field of early childhood.

CHAPTER II

Current Trends

Not since the mid-1960s has early schooling captured so much attention. In 1988, slated "Year of the Child" by the Children's Defense Fund, the media bombarded the public with information on child care issues in America. In April of 1988, Public Broadcasting stations aired the documentary "Who Cares for the Children? The State of Child Care in America." Magazines and newspapers were saturated with facts about changing demographics and the corresponding crisis of meeting child care needs. The media shocked Americans with revelations of neglect and abuse in child care centers. America's last place position in providing child care and parental leave, compared to the rest of the Western world, was another enlightening feature story.

Child care is currently a national priority because of its overwhelming importance to children, families, and employers in the United States. Child care issue are certainly of critical importance to American women. Representative Olympia Snowe (R-ME), asserts that "A lack of child care translates into a lack of opportunity [for women] in the work place" (Devaud 1988, p. 7).

The Politics of Child Care

Child care has become a key political issue in the 1980s. Within the past several years, there has been a proliferation of task forces, commissions, and ad hoc committees on the establishment or expansion of early childhood programs.

President Bush won support with his much publicized campaign focus on family and child care issues in 1988.

More than 100 child- and family-related bills, many of them with bipartisan sponsorship, were introduced in the 100th Congress (Kagan 1989b, p. 434). The ABC bill, the first major Congressional child care effort since the Nixon administration, was introduced and subsequently quashed on the Senate floor in 1988, along with the parental leave bill. Efforts are still underway to pass these important bills through Congress.

An unprecedented number of cities and states set off to implement high-quality early childhood programs for America's young children in the late 1980s. Funding from the federal government is now available for developing child care Resource and Referral services on a state level. Resource and Referral agencies have begun to spring up in unlikely places, such as in business and industry.

The Private Sector

The Private sector has begun to play a major role in the support of family and child care issues. Child care has indeed become a work force issue. Business and industry realize that if they avoid the issue, they may be the biggest losers. As R. Gordon McGovern, president and chief executive officer of Campbell Soup puts it, "When you make a company a better place to work, you attract better people" (Dusky 1989, p. 105).

Enlightened employers are aware of current demographics and trends in our changing society and are prepared to accommodate

their employees needs. Companies such as Campbell Soup are offering a variety of new benefits -- from child care to elder care. More and more companies are following suit.

> Family Circle, with the aid of the Council on Economic Priorities, the Bush Center in Child Development and Social Policy at Yale University and other experts in the field, has compiled a list of nine such employers. Although by no means the *only* family-friendly companies around, these nine stand out in their efforts to resolve the escalating conflict between work and family life (Dusky 1989, p. 106).

Family Circle lists these exemplary employers as follows: Campbell Soup Co., Champion International, IBM, Merck & Co., NCNB (North Carolina National Bank), Pacific Gas and Electric Co., Proctor & Gamble, Stride Rite, 3M.

AT&T has been noted for its decision to provide extended care benefits to union employees. "The package is much more generous than the Family and Medical Leave bill currently moving through Congress," said Arlene Johnson, a senior research associate at the Conference Board's work and family information center in New York City. According to Johnson, "More family issues will crop up at the bargaining table . . . in large part because more women are entering the labor market and demanding such services" (Peterson 1989, p. 7).

Pilenzo of ASPA asserts that AT&T's contract was a response to a business problem: getting good workers and holding on to them. "Companies that now say 'we can't afford to offer it,' will eventually be saying 'we can't afford not to offer it'"

(Peterson 1989, p. 7). According to United Auto Worker spokesman Frank Joyce, extended family care will be one of the top sought after benefits in the 1990s (Peterson 1989, p. 7).

Many employers are beginning to see the business sense of offering child care as a benefit for employees with children. A 1988 *Fortune* magazine study concluded that child care problems are the most reliable predictors of workers' absenteeism and unproductive worktime. Employers with insight consider the long-term benefits of a child care benefit: ". . . A more productive work force today and a well-trained, competitive one tomorrow rest on good child care for today's workers and a quality early childhood foundation for their children and future workers" (Children's Defense Fund 1989, p. xxii).

Most employers, however, are still hesitant to involve themselves in the Business of child care. The larger corporations that do participate in employer-sponsored programs do so in order to make a point as a community citizen, or where there are special labor market and residential twinings. Moreover, even among the most progressive large employers, a child care initiative is unlikely to involve delivering the service (operating a program directly or contracting it), nor will it involve a significant subsidy to employees (Kahn & Kamerman 1987).

The Educational Community

The focus on child care issues in political and economic circles has also been matched by the efforts of educational organizations and agencies. Sharon Kagan (1989b, p. 434) an

associate professor at Bush Center in Child Development and Social Policy, notes:

> Recently, the U.S. Department of Education affirmed its commitment to early care and education through its funding of significant research efforts on the topic and through its sponsorship of a major national conference. Countless professional organizations have established task forces and panels that have rendered thoughtful analyses and recommendations.

National Association for the Education of Young Children (NAEYC) is one such organization devoted to providing the educational community with timely information regarding the latest developments in early childhood education. According to NAEYC (Galinsky 1989, p. 2), there is a startling public mandate to do something about child care from both parents, and people who are not parents. Considering the vast number of issues facing the voting American public -- crime, homelessness, drugs, lack of care for the elderly -- child care ranks high on a list of issues of voter concern. The momentum that has been building shows no sign of abatement.

The time is ripe for a focus on child care issues. Demographic and empirical data reflecting the massive movement of women into the paid labor force mirrors a need for additional services for young children. Legislators are scrambling to introduce bills to initiate new programs and to add money to the system at all levels of government -- city, state, and federal. Leaders of industry and commerce are taking initiative and

speaking out in support of early childhood education. Finally research evidence supporting the effectiveness of high-quality programs is accumulating.

An Historical Perspective

Social phenomena, such as the ascendancy of early care and education, can be explained only partially by statistical data. Large cultural and historical forces have also helped to shape current social perspectives.

The intent of this study is not to examine theoretical perspectives underlying present day early childhood institutions. However, a brief historical review follows in order to lay the groundwork for an understanding of philosophical and sociocultural trends which have helped to shape present day child care programs.

It is said that history is prologue. This is certainly the case with early childhood education. Trends in early childhood education have been in a state of flux throughout history. Theories of child development and learning have been dependent upon societal concepts and notions of the image of "childhood" at any one point in time. Historically, predominant images of the child were derived from the prevailing political, social, or religious ethos (Elkind 1987a, p. 7).

While trends in early childhood care and education in America have evolved over the years, contemporary roots may be clearly traced to European thinkers such as Frederick Froebel, who founded "kindergarten." Froebel (1782-1852), formulated a child-centered orientation which persists as the philosophical

backbone of most early childhood programs today. The word *kindergarten* is the German word for *garden of children* and thus portrays the original analogy of children as garden plants to be nurtured carefully (Evans 1975, p. 43). Froebel's philosophy was based upon the spontaneous, self-sustaining nature of children. Froebel aimed at capitalizing on childrens' natural tendencies toward play and imagination when he formulated kindergarten.

The American Tradition

In America, nursery school education has a much more recent history than does kindergarten. There is little documentation about early care in America during the 19th century.

> What is immediately relevant is that a social welfare-day care stream and a nursery school-kindergarten stream are identifiable from the very beginning of American child care and that many of their respective current characteristics, advantages, and problems have been long discussed (Kahn & Kamerman 1987, p. 120).

As for the 20th century, very few public nursery schools were established in the early 1900s. As the child guidance movement began to grow in the late 1920s, however, nurseries began to thrive.

Public and private day care programs providing custodial and social services while mothers worked were not a major development before the 1930s. Society had not yet accepted the idea that large numbers of mothers of young children were to be expected in the labor force (Evans 1975, p. 52). Moreover, full-day out-of-home programs for young children had acquired a stigma

because they were known as places where children of unwed mothers or of incompetent or abusive parents were looked after. Working women who had to put their children in one or another form of out-of-home program were shunned as lacking in the maternal instinct or pitied because their husbands did not earn enough to support the family (Kahn & Kamerman 1987). Up to this point, the majority of child care centers did not offer educational and "enrichment" experiences and were more custodial in their routines.

Preschool programs became widespread for the first time in the 1930s with the implementation of Franklin Roosevelt's WPA, or Works Progress Administration program. This emergency legislation during the depression era created a federal nursery school sponsorship.

During World War II, women entered the work force in droves to carry on the work of men that had joined the armed forces. The federal government became heavily involved in supplying child care services. The Lanham Act of 1942 was established by Congress to provide grants to states to provide care for children of mothers working in wartime industries. When the war ended, so did the program (Devaud 1988).

Until the 1960s, the education of young children was not regarded as a significant enterprise, and still, only a relatively small proportion of the early-childhood population attended nursery schools. The aim of early childhood education was to provide enriched social and play experiences that children might not receive at home. It was assumed that such

socialization and play fostered mental development as well, but this was seen as a by-product of the other nursery school activities. Most nursery schools were regarded as providing social enrichment rather than intellectual stimulation (Elkind 1987b).

The War on Poverty

In the 1960s, the American educational system became a vehicle of social reform as a result of a political focus on the "War Against Poverty." The Kennedy administration brought the plight of our nation's poor to light, and the Johnson administration sought a solution in the form of education as a traditionally acceptable means of social reform. Programs such as Head Start, which was federally funded, were implemented in the hopes of improving the lives of disadvantaged young children.

Numerous studies provided rationale for a profound change in early childhood education. Active intervention was seen as a means to advance intellectual development. Research supported claims that high-quality early childhood education for disadvantaged children served as a highly effective way of improving life chances (Weikart 1987). The early intervention movement had implications for the conceptualization of early childhood education in the 1970s and 1980s.

Early Childhood Education in the 1980s

The nation's current focus is on high-quality, developmentally appropriate care and education for young children. The term "early childhood education" encompasses concepts of both care and education. In the field of early

childhood education, the current trend is toward the merging of traditional concepts of both custodial care and educational development. In the past, a wide gulf separated care and education. Traditionally, the term "day care" referred to day nursery care, custodial in nature, offered most often as charity. Early childhood education, on the other hand, referred to structured intellectual or cognitively-oriented programs for children whose parents could afford the luxury. Today's early childhood centers are aimed at providing a variety of services including custodial care, education, health and nutrition, and sometimes social services.

It is evident that the delivery of child care services in today's society has become increasingly more complex. Discontinuity and fragmentation characterize early care and education in the 1980s. Children's policies have simply grown without an overall plan or design. Kagan (1989b, p. 437) explains:

> Partly because of different historical roots and different social missions and partly because of our nation's piecemeal approach to policy making, the tableau of child care and early education is a mixed assemblage of various program types, each having its own mission, audience, regulations, and fundamental streams.

Child care constituents debate heatedly over roles, responsibilities, and accountability. Rather than a group of programs working together with common resolve, the "system" of early care and education remains fragmented throughout most of

the U.S. There is, however, a growing receptivity for change in policy implementation. There is growing comprehension that what has gone before has been only marginally effective, and there is a willingness to learn from the past and to structure approaches that will address today's problem issues.

This study examines a small group of programs in Metro Detroit, yet, much information may be gleaned from even such a small sample. It is this researchers hope that data will reveal useful information about parent and child care staff attitudes regarding child care issues discussed in chapters I and II.

CHAPTER III

Chapter III describes the procedures involved in the implementation of this study. The reader is asked to keep in mind the study's purpose during the ensuing description of methodology. To reiterate, the purpose of this study is to examine the extent to which various child care providers in the Metro Detroit area offer programs which match family needs. This study further examines child care staff characteristics and attitudes toward child care issues.

The chapter is divided into three major sections. A specific description of the instrumentation and procedures follows by subheading: 1) Parent Needs; 2) Programs; and 3) Attitudes of Staff.

Parent Needs

The purpose of this portion of the study is to survey parents regarding their child care needs versus the needs met by child care centers today. The instrumentation, labeled "Parent Questionnaire," appears in Appendix A.

The Parent Questionnaire is aimed at eliciting information about the family background and parent needs of children attending the child care centers. Parents are questioned about income, family structure, and reasons for choosing their center. Parents are asked to rate program elements according to their relative importance, list the amount of time they are able to volunteer in their child's center, and check off the types of care they would be interested in for their children.

Data was sought from 13 child care centers. First, the director of each center was contacted by phone and asked for permission to poll parents for a study. One director was "unavailable" on four separate occasions and did not return phone calls. The director of this large, federally funded public school program was assumed to be uncooperative or too busy to pick up the phone, thus this program did not become involved in the study. One private center was in the midst of participating in another study and the director didn't want to "overwhelm" her parents with questionnaires, thus this center was not involved in the study either. Three directors replied that they "didn't participate in this sort of thing;" It is this researchers best guess that these centers were hiding something. The remaining eight directors agreed to involve their child care centers in the study: two franchise, three private, three in-home. Care was taken to include the representative types of child care centers in the study.

The second step involved the actual distribution of questionnaires to the eight participating child care centers. Questionnaires were distributed along with plain white envelopes. Each director was asked to instruct parents to complete the questionnaire and place it in a plain envelope to ensure anonymity.

Questionnaires were picked up two weeks after distribution. Seven out of the eight centers responded. Raw data was tallied according to the type of center it originated from. Each center was assigned a different abbreviated identifier, i.e. pm for

private Montessori center. As envelopes from each center were opened, the appropriate identifier was written on the upper right-hand corner of the questionnaire. The percentage of responses follows:

* Franchise Day Care: Day Care I, 64%; Day Care II, 32%
* Private Facilities: Montessori Center, 48%; Nursery School I and II, 52.5%
* In-home Family Day Care: Day Care I, 0%; Day Care I and II, 60%

A discussion of the results and analysis of data from the Parent Questionnaire appears in the following chapter.

Programs

The purpose of this portion of the study is to discover whether child care programs in the Metro Detroit area offer parents the support they need. The instrumentation, labeled "Program Questionnaire," appears in Appendix B.

Michigan Department of Social Services (October 1988) surveyed over 100 early childhood centers in order to discover the various schedules and types of programs currently available. Additional data was sought from the directors of 13 Detroit area child care centers in order to obtain more specific information about their child care facilities.

The Program Questionnaire is aimed at eliciting information about program operation, curriculum, and staff training. Data was sought from 13 program directors. Each director was contacted by phone and asked to participate in this study. Of the directors contacted, one represented a franchise operation,

four represented community education programs, and eight represented small, privately owned facilities.

The second step involved the actual distribution of questionnaires to the participating program directors. Questionnaires were distributed by mail along with addressed, stamped envelopes. Each director was given directions to complete the questionnaire, place it in the envelope, and return it within a week. All directors complied.

Raw data was tallied as it was received in the mail. A discussion of the results and analysis of data from the Program Questionnaire appears in the following chapter. Survey responses may be seen visually in tables 4 through 7.

Attitudes of Staff

The purpose of this portion of the study is to examine staff characteristics and their attitudes about child care issues. The instrumentation, labeled "Staff Questionnaire," appears in Appendix C.

The Staff Questionnaire is aimed at eliciting information from child care providers about their age and education, morale, on-going staff training, parent interaction within the center, supplies and equipment, and rating of curricula presently used.

Data was sought from three distinct groups of child care providers: public school preschool, public day care and private nursery school programs. Questionnaires were dropped off at child care centers with staff willing to participate in the study. Fifty-seven workers responded to the questionnaire: 11 from public school preschool group, 22 from the public day care

group, and 23 from the private nursery school group.

A discussion of the results and analysis of data from the Attitudes of Staff questionnaires appears in the following chapter. Survey responses may be seen visually in tables 8 through 13.

CHAPTER IV

The intent of this chapter is to discuss and analyze the results of data collected from the questionnaires that appear in appendices A, B, and C. Material is divided into three major sections for analysis: 1) Parent Needs; 2) Programs; and 3) Attitudes of Staff.

Parent Needs

The reader may refer to Appendix A for the variables included in the Parent Needs Questionnaire. Data is compiled and the results analyzed according to the type of child care program surveyed: franchise day care, private facilities, and in-home family day care. Finally, data from all questionnaires is summarized for general analysis and subsequent recommendations are suggested based on parent needs.

Franchise Day Care

Day Care I

The majority of families who answered this questionnaire had only one child attending the center. The majority of the children were under four years of age. All children except one were first in birth order.

The majority of households reported an income of between 50,000 and 70,000 dollars. Only one child was from a single parent family. All families were well informed about the types of services this center provides: full day, half day, drop in and latch key. The majority of children were in the full day program.

Findings indicate that all families were not aware that this facility provides transportation. One family indicated that it would benefit from this service.

Findings indicate that families overwhelmingly chose this center for the following reasons: 1) after a visit to the center, 2) the center was close to school or work, or 3) because there was an opening.

Only four of the families surveyed indicated that they would be able to volunteer some of their time at the center. One parent is employed in this center and receives a subsidy; her children attend this center and she is able to be with them throughout the day.

Parents were asked to rank six items in order of importance. The results follow. Responses selected first: well trained staff and interaction with other children. Responses selected second were: play activities, well trained staff, and interaction with other children. The response selected third was a well trained staff. Fourth, parents chose play activities and equipment. Fifth, parents chose parent involvement and academics. Sixth, parents chose equipment.

Almost all of the families expressed interest in weekend care, overnight care, and care during a child's illness.

Day Care II

Sixteen families responded to the parent questionnaire. Fourteen families indicated that one of their children attend this facility; two families each had two children enrolled. The majority of these children were four or five. The breakdown in

age was as follows: nine first born, one middle child, five last in birth order, two families with only one child.

Two-thirds of the households in this study reported an income of 50,000 dollars and above per year. Of the two single parents in this group, one gave no income information and the other reported income of between 10,000 and 19,000 dollars per year.

On the whole, parents were well informed about services provided at this center: full day, half day, drop in, and latch key. Fourteen families indicated that their children attend a full day. While this facility does provide transportation for half day and latch key kindergartners, no transportation is provided for other preschoolers. Of the four families who answered that no transportation was provided, three felt that they would indeed benefit from this service.

Families chose this child care center for the following reasons: 1) the center was close to home; 2) chose after visiting the center; 3) the center was close to school or work. Only one parent was subsidized by an employer. Only one parent was referred by a Resource and Referral service.

Two families indicated availability for volunteer work in this facility for two to three hours per month.

Parents were asked to rank six items in order of their importance in a child care environment. The results follow. The responses selected first were: a well trained staff and interaction with other children. Responses selected second: play activities and interaction with children. Thirdly, play

activities. Fourth: academics and interaction with children. The fifth and sixth most popular choices selected were equipment and parent involvement.

Half of the parent respondents indicated an interest in care during a child's illness.

Private Facilities

Private Montessori Center

Twelve families responded to the parent questionnaire. All respondents had one child enrolled. The majority of these children were four years of age. The breakdown in age was as follows: eight 1st born, three last in birth order, one family with an only child.

Incomes were evenly distributed between 10,000 and 60,000 dollars per year. The majority of incomes fell in the 40,000 to 49,000 dollar range.

Two respondents were single parents. One parent fell in the 10,000 to 19,000 dollar category, one fell in the 50,000 to 59,000 dollar category.

Parents were well informed about services provided by this facility. Many respondents expressed interest in transportation although this private facility does not provide this service.

Three-quarters of the respondents indicated that their children are enrolled in a full day program. One quarter indicated that their children are enrolled for half a day.

Parents indicated their reasons for choosing this center: 1) after a visit, 2) the center was close to home, 3) a friend or relative's child attended.

Two respondents indicated availability to volunteer time in this facility, one for six hours per month, the other for 12.

Parents were asked to rank six items in order of importance in a child care environment. The results follow. The response selected first was a well trained staff. The responses selected second were: play activities, academics, well trained staff. Third: academics and play activities. Fourth: interaction with other children. Fifth and sixth: equipment and parent involvement.

Parents expressed the need for child care on the weekend and during a child's illness.

Private Nursery School I

Private Nursery School II

There were 21 responses to the Parent Questionnaire; ten came from a private day care center and 11 from a private nursery school. Results from each group were combined. There was one response from a single parent, 20 from two-parent families. All of the responding parents had incomes between 50,000 and 60,000 dollars. Six responding parents had two children enrolled, the others had one child enrolled.

The majority of the parents, both from the day care and the nursery, were not interested in having transportation provided for their children. Sick child care was the additional service of interest to five of the respondents.

Most of the parents chose the program or facility because: 1) it was close to home, 2) it was recommended by a friend or relative, or 3) they had made a visitation.

Question nine, the ranking of parental goals for the respondents children, can be viewed in several ways. First, an overall picture. Responses selected first and second were (1) a well trained staff, (2) the opportunity for interaction with other children. Responses selected fifth and sixth were, (5) the opportunity for parent involvement, (6) equipment. Secondly, the parents from the day care center listed these responses, (1) a well trained staff, (2) an academic atmosphere, (5) equipment, (6) opportunity for parental involvement. Thirdly, the parents from the nursery school listed these responses, (1) the opportunity for interaction with other children, (2) a well trained staff, (5) equipment, and (6) an academic atmosphere.

It is interesting to note that the parents at the day care center listed an academic atmosphere as second. This center has a play-based program. According to the director, the program is always referred to as play-based. Perhaps the parents see the children learning many 'academic' skills or concepts while experiencing play.

In-home Family Day Care

There were five questionnaires distributed to each of three in-home child care centers. There were zero questionnaires returned from one center. The child care provider asserts that she went to great lengths to explain the purpose of the questionnaire and stress the anonymity of the respondents. The provider, on three separate occasions, gave parents the time and the privacy to complete the questionnaires yet these parents failed to complete them. The response in the two remaining

centers was more successful: three questionnaires were returned from each of the two remaining facilities. The results from these questionnaires have been combined.

The families who responded to the questionnaire were from middle-class, two-parent households. While these centers offered a variety of programs most children attended full time. Neither of these centers offer transportation, nor did the parents in this area appear to need this service. Most respondents chose their child's facility because: 1) it was close to home, 2) there was an opening, and 3) they reached a decision after a visitation. These families are not able to volunteer time at their child's facility. Most parents felt that a well-trained staff was the most important variable in the questionnaire portion on value ranking.

Summary of Data from Parent Questionnaire

A well trained staff was the most important issue for the families, along with interaction with other children. Equipment and opportunity for parent interaction were the least important to these parents. This researcher concludes that parents do not place importance in parental involvement as there are few ways to become involved in this type of setting.

Only two parents responded that they needed care for their children during illness; this low rate of response was surprising

Recommendations

Research clearly indicates the need for sick child care, weekend care, and extended care. The facilities surveyed

are not currently satisfying these needs. Child care providers, in general, should facilitate parents' needs during these times. Transportation between home and facility is admittedly a luxury. Data indicates that many parents would use the service if it were available.

Research shows that parent involvement in child care centers is low on the list of parent priorities. Working parents find little time to invest in such pursuits. However, research shows that the children of parents who are involved in their child's activities excel. It is therefore recommended that employers not only grant parents a specified amount of time to find an appropriate facility for their child's needs, but that employers also provide flexible hours which would allow parents a chance to participate in activities at their child's facility occasionally.

Survey results indicate that parents are confused about the issues involved in quality care. Lawrence Schweinhart (1989, p. 9) indicates seven criteria in his definition of quality care:

* A child development curriculum.
* Low enrollment limits.
* Staff trained in early childhood development.
* Supervisory support and inservice training.
* Parent involvement as partners with staff.
* Sensitivity to children's health, safety and nutrition needs as well as families' child care and social service needs.
* Developmentally appropriate evaluation procedures.

Programs

The reader may refer to Appendix B for the variables included in the Programs Questionnaire. Data was compiled and the results analyzed according to the type of child care program surveyed: franchise, community education program, or privately owned facilities.

The graphs which follow serve to illustrate the responses to the variables which appear in the Programs Questionnaire.

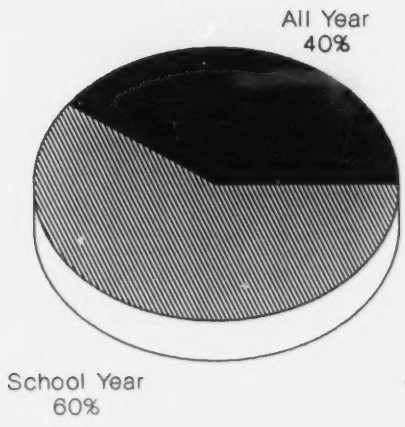

Figure 4. Months of operation of surveyed child care centers.

Figure 4 graphically represents the months of operation of the child care centers surveyed. Results of this survey indicate that 60% of the surveyed child care programs are in operation

during the traditional school year compared with 40% which are open all year.

Figure 5 graphically represents the days of operation of the child care centers surveyed. Results of this survey indicate that 83% of the centers operate Monday through Friday only. Programs that operate two (Tuesday / Thursday) or three (Monday / Wednesday / Friday) days a week constitute 9% of the survey population. Programs that are open in the morning only constitute 6% of the survey population. A paltry 2% of the survey population operates during the weekend.

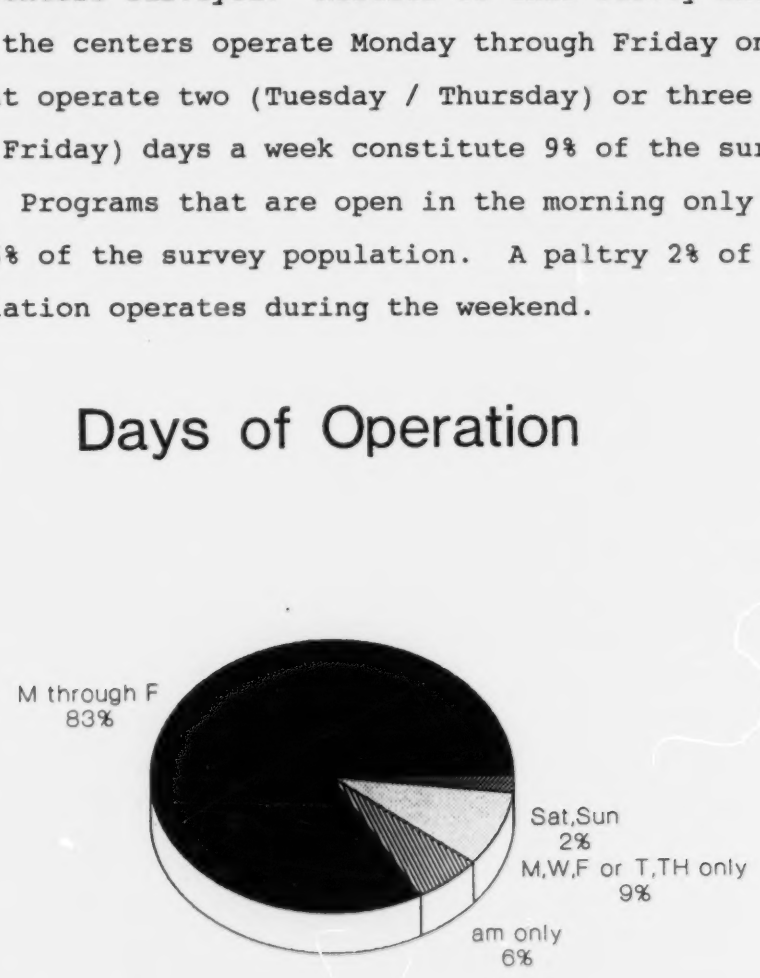

Figure 5. Days of operation of surveyed child care centers.

Figure 6 graphically represents hours of operation of the child care centers surveyed. Forty-six percent of the survey population open between 6:00 and 6:30 am, as compared to 46% between 7:00 and 7:30 am, and 8% at 8:00 or later. Sixty-two percent of the survey population close at 6:00 pm, and 38% close at 6:30 pm.

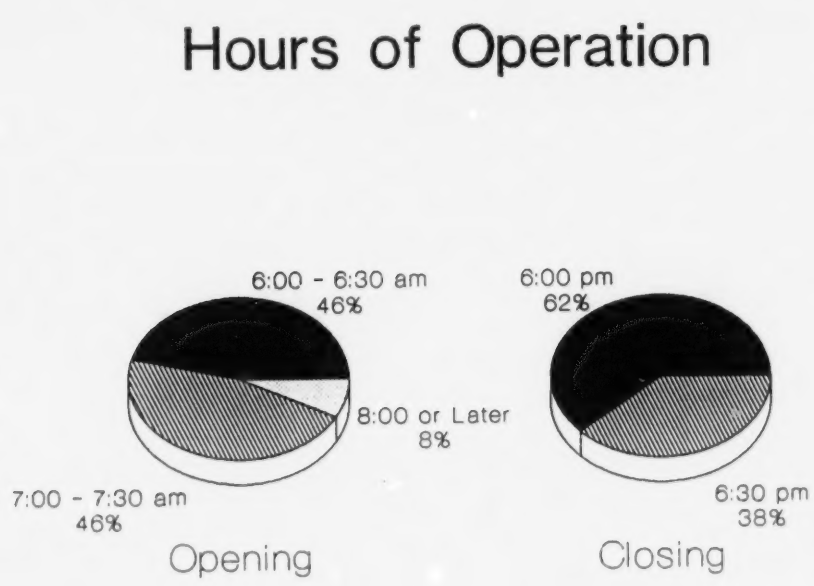

Figure 6. Hours of operation for surveyed child care centers.

Figure 7 graphically represents the age groups accepted at the surveyed child care centers. Forty-eight percent of the survey population accept children between the age of two and one half and six years, 35% accept children six years of age or older, and 16% accept infants and toddlers between the age of two weeks and two and one half years.

Age Groups Accepted at Each Center

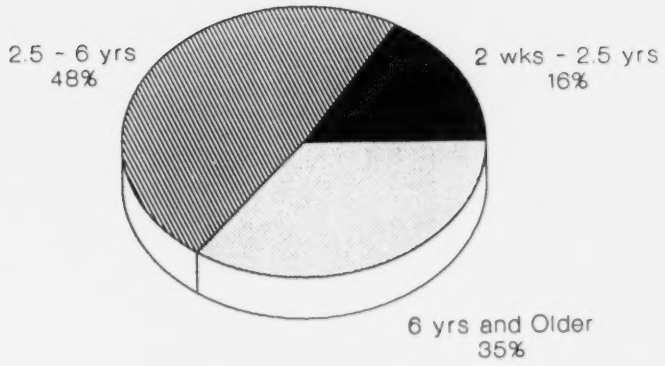

Figure 7. Age groups accepted at surveyed child care centers.

Outstanding Needs

The following parent needs are not being met by surveyed child care facilities:

* Child care for parents who work during the summer months.
* Child care for parents who work or attend to family business during the weekend.
* Child care for parents who require child care before 6:00 am or after 6:30 pm.
* Child care for parents with infants and toddlers

Education and Training

This study indicates the following educational requirements for staff of the survey population:

Director: 69% require a Bachelor's degree in Education
23% require a two year degree

Teacher: 54% require a Bachelor's degree
15% require a two year degree
32% require less than two years of college

Few teaching assistants have had formal early childhood training; most are inexperienced and lack proper understanding of early childhood development required to implement developmentally appropriate curricula. Employers offer very low wages to these individuals, thus the rate of employee turnover is high. Most centers cannot afford to offer financial security or employee benefits. There is little incentive to attain higher educational goals or pursue a career in child care, and certainly little hope of ascending any sort of career ladder.

Other Findings

Early childhood centers affiliated with either public school systems or franchise operations have a distinct advantage over privately owned facilities. Programs associated with the local schools are able to provide special programs such as physical education, music, and science. Because of their access to franchise owned vans or public school busses, these centers are able to offer field trips. Private facilities are unable to compete with the larger operations because of budget constraints and high insurance rates.

Recommendations

Data indicates that child care facilities are falling short of family needs:

* Child care centers are not providing services for parents who must work during weekends or unusual shifts. The need for this type of care might be met by hospitals or child care alliances that work with local employers. Employers might offer a subsidy as a flexible benefit for employees with children.
* Parents are struggling to find affordable, high-quality infant and toddler care that will foster their children's healthy development. Moreover, it is prohibitively expensive for child care providers to offer this type of care. Infant and toddler care requires a high adult/child ratio, expensive nutritional formula, and loads of diapers! "Parents and child care providers need the support of employers, communities and government if they are to assure our nation's youngest citizen's the care they need and deserve" (Ad Hoc Day Care Coalition 1985, p. 18).
* Ongoing education and training are a necessity to ensure that children receive quality care based on developmentally appropriate practices. Certification should be required for all early childhood staff. The certification process would ensure minimum amount of knowledge and experience with young children.

Attitudes of Staff

Data was gathered by means of the Attitudes of Staff Questionnaire which appears in Appendix C. Data was compiled and organized according to the type of child care provider surveyed: public school preschool, public day care and private nursery school programs.

Responses were compared in the areas of morale, on-going staff training, education, age, parent interaction, supplies and equipment, and the rating of curricula presently used. The graphs which follow serve to illustrate the responses to the variables which appear in the Attitudes of Staff Questionnaire.

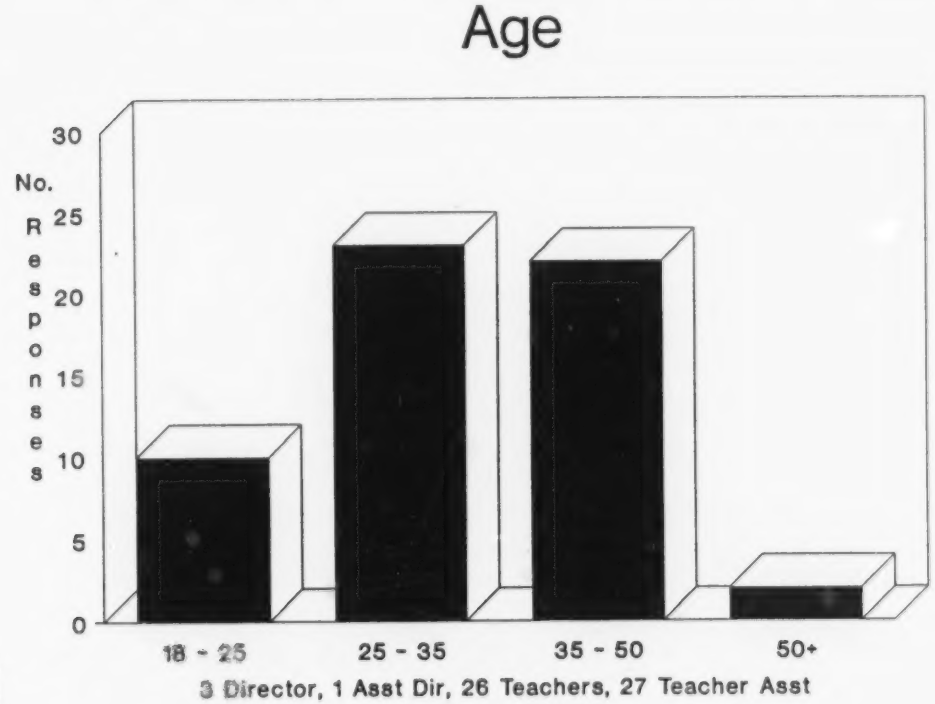

Figure 8. Age of child care staff surveyed.

Figure 8 graphically represents the age range of the survey population. Ten staff members (17.5%) are between 18 and 25 years of age. Twenty-three staff members (40.4%) are between 25 and 35 years of age. Twenty-two staff members (38.6%) are between 35 and 50 years of age. Two staff members (3.5%) are 50 or more years of age.

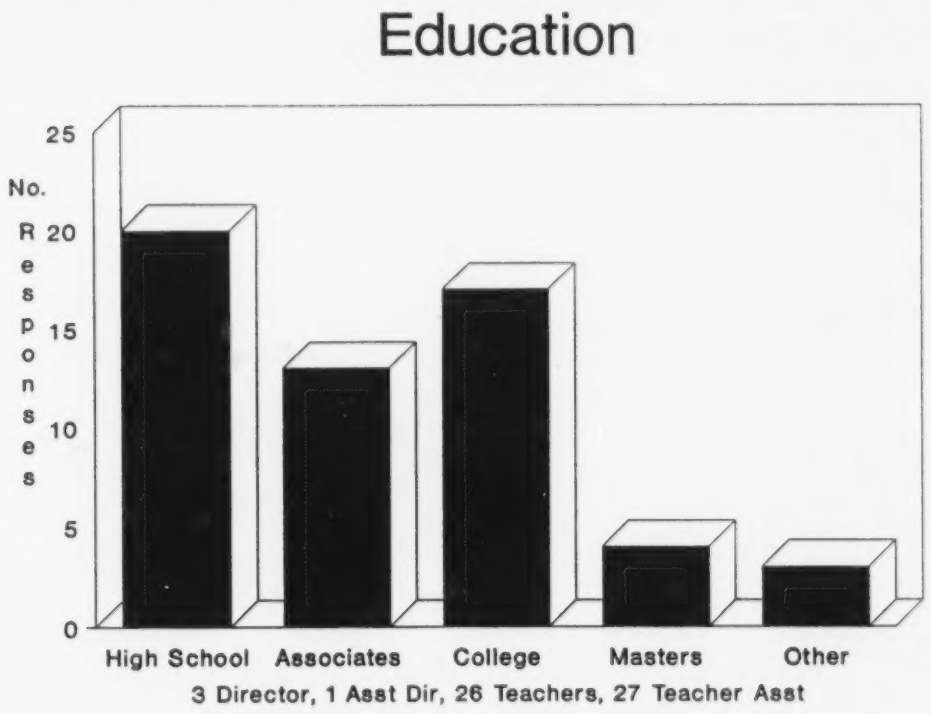

Figure 9. Level of education attained by child care staff.

Figure 9 graphically represents the educational level of attainment of the survey population. Twenty staff members (35%) have a high school education. Thirteen staff members (22%) have an Associates degree. Seventeen staff members (29%) have undergraduate experience at the college level. Four staff

members (7%) have a Master's degree. Three staff members (5.2%) have other backgrounds.

All of the teachers in the public school and nursery school programs were college graduates; four teachers had Master's Degrees. Public day care programs tended to employ a greater percentage of teachers with less than a Bachelor's degree.

Figure 10 graphically represents the degree of job satisfaction of public school preschool staff by number of responses to questions one through seven on the Attitudes of Staff Questionnaire.

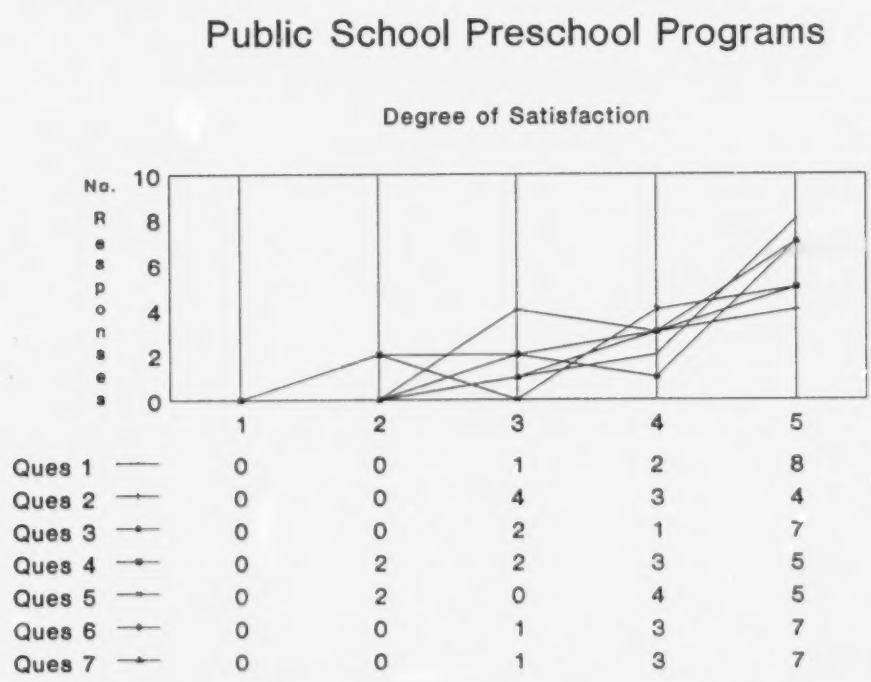

Figure 10. Public preschool staff rating of program variables.

To summarize, data from public school preschools indicates that all teachers held either a Bachelor's degree or Master's degree. The majority of teachers were between 35 and 50 years of age, and most planned to remain in the early childhood field. Teachers liked their curricula yet felt they needed better equipment and more time for training.

Figure 11 graphically represents the degree of job satisfaction of public day care staff by number of responses to questions one through seven on the Attitudes of Staff Questionnaire.

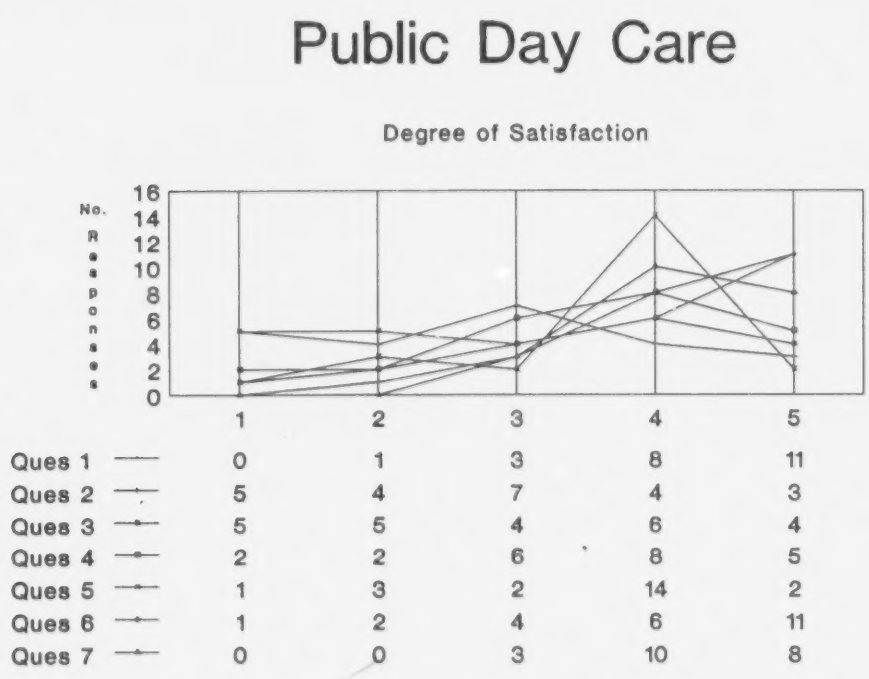

Figure 11. Public day care staff rating of program variables.

To summarize, data from public day care programs indicates that only 5 of the 14 directors and teachers in the public day

care programs were college graduates; none held Master's degrees. The median age of staff was between 25 and 35 years of age. Most respondents planned to remain in the early childhood field. Directors and teachers felt that the quality of their curricula and supplies was adequate but not outstanding.

Figure 12 graphically represents the degree of job satisfaction of private nursery school staff by number of responses to questions one through seven on the Attitudes of Staff Questionnaire.

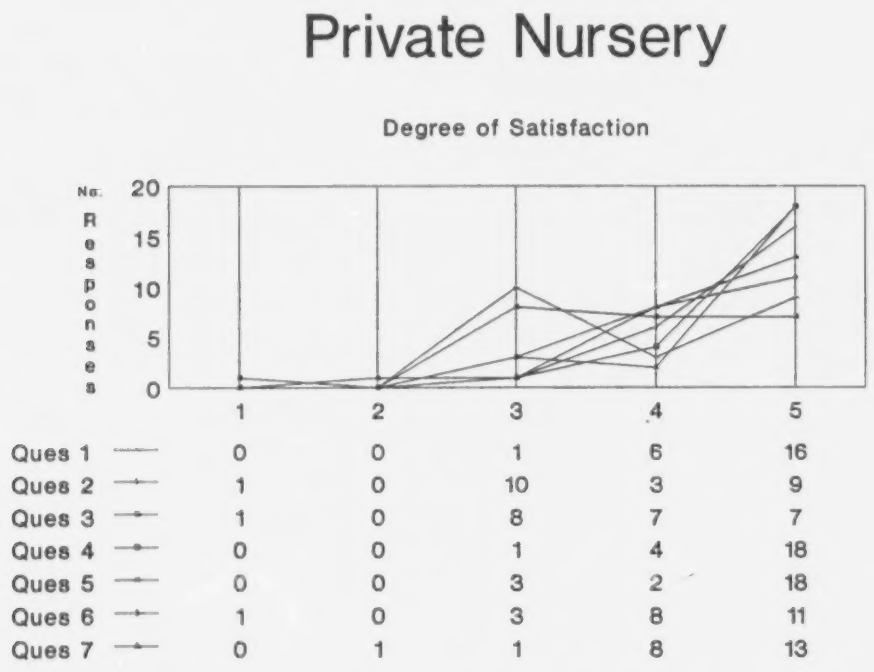

Figure 12. Private nursery staff rating of program variables.

To summarize, data from private nursery schools indicates that all the directors and teachers in the private nursery schools held an Associate's, Bachelor's, or Master's degree. The

majority of staff was between 35 and 50 years of age. Most of these respondents planned to remain in the early childhood field. These directors and teachers felt that more time needed to be devoted to training. Data indicates a high level of satisfaction with equipment, supplies, and curricula.

Figure 13 graphically represents the overall degree of job satisfaction of combined staff from public and private programs. This figure represents a composite of data from Figures 10, 11, and 12.

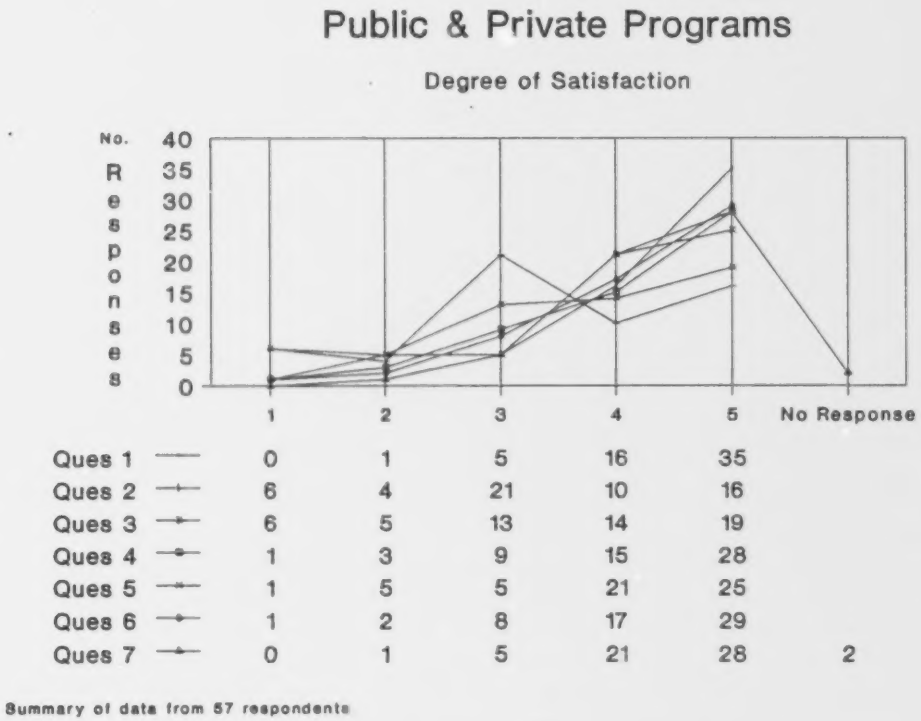

Figure 13. Combined staff rating of program variables.

Summary

The private nursery school staff was the most satisfied group among those surveyed. Public preschools were rated adequate by respondents; public day care programs were rated average.

Private nursery schools and public school preschools were comprised of highly educated, more mature and experienced staff. Public day care programs were generally staffed by individuals with less experience and education in the field of early childhood.

CHAPTER V

Significance of the Study

Participation in an early childhood program is an increasingly common experience for young children. A growing number of children attend some form of early childhood program, whether or not their parents are in the work force. Child care is not only a necessity for working parents but it is viewed by parents and child development experts alike as important for a child's optimal development.

The demand for early childhood programs has been clearly established. The results of this study clearly demonstate the disparity between the services that parents need and those actually offered by various early childhood centers in the Metro Detroit area. It is significant that study results mirror those on the larger national scale.

Implications for Future Research

In the coming months there will be several exciting new studies that confirm the public concensus and substantiate the nature of child care problems: *The National Child Care Staffing Study*, *The National Child Care Consumer Survey*, *The Profile of Child Care Settings Study*, and *The IEA Preprimary Project*. Overall, these studies will provide a solid picture of the supply, demand, and quality of child care in this country as well as abroad (Galinsky 1989).

As indicated in the analysis of questionnaire data, there is a need to expand services for young children and to develop and implement public policy. Recommendations set forth in chapter IV

appear imperative in the solution of the nation's child care crisis, yet, they serve only as a starting point for reform. There is still strong disagreement on such questions as who shall be served? For how long? By whom? And at whose expense?

Recommendations

Many well-known scholars, practitioners, and professional organizations have shared their experience and research findings regarding future reform in child care. Kagan (1989b) suggests that three factors must converge before we can implement changes. These are: 1) an appropriate knowledge base, 2) the necessary political will, and 3) a social strategy.

This study suggests that the first two factors are being met. But currently, there is no well-articulated social strategy to guide policy making on early care and education. Furthermore, there is no one group willing to take responsibility for solving problems related to the child care crisis. There is ultimately only *one* group directly accountable for the care and education for our children today -- *parents themselves*.

Sharon Kagan (1989a) points out that far too little attention has been paid to the issues that form the heart of the nation's debate: Is child care and early education a private right? Or a public responsibility? Which level -- local, state or federal -- should be responsible for what? It is not clear whether services should be targeted at disadvantaged children, or to *all* young children? Since nearly half of all child care slots have been privatized, who pays if they are an entitlement?

Answers to these questions are being sought throughout the country. There is no easy solution. Although the societal importance of attending to children's development is acknowleged, the nation is far from recognizing child care as *the* national priority and from garnering adequate financial support.

There is a call today for the formation of alliances -- interagency and multidisciplinary committees -- to facilitate cooperative cross-sector planning. A change in policy might best be effected through community-based planning councils which include members of the public and private sectors as well as scholars and representatives of legislative bodies.

America might best view its child care crisis as an opportunity. This is the time to find more effective ways of defining responsibility, establishing accountability, and integrating efforts among and within the key community institutions that affect the preparations and prospects of young children. Without collaberation among systems, child care in America will remain fragmented. Arising competition among programs can only serve to perpetuate problems -- and not without possible serious long-term consequences for the nation's children.

Ann Rosewater (1989, p. 16), staff director of the House Select Committee on Children, Youth, and Families writes:

> Clearly, the extraordinary swiftness and scope of the economic and demographic changes affecting children require equally far-reaching changes in public policy. These policies must be carefully crafted, so that they work within

the framework of children's families and communities, not in a vacuum. The nation has a strong, economic interest in ensuring that the next generation will be well educated, able to work productively and to raise a healthy family in an increasingly complex, technological society. At the same time, policies to further that goal must respect children for their own sakes, both as individuals and as the bearers of our dreams for the future.

APPENDIX A

Parent Questionnaire

This form will be used to gather data for a county-wide survey of Early Childhood Centers. The data will be used by graduate students of Oakland University. Please take a few moments to fill out this form, and return it to this facility's staff in the plain envelope provided. This information will be anonymous and confidential. Thank you for your cooperation.

1. How many of your children attend this program?
   How old is(are) your child(ren)?
   What is your child's birth order? ex: first, last, etc.
2. My household earns yearly : below $10,000
   $10,000-$19,000 $20,000-$29,000 $30,000-$39,000
   $40,000-$49,000 $50,000-$59,000 above $60,000
3. Are you a single parent? (y/n)
4. This facility offers: (check all that apply)
   full day program half day drop in latchkey
5. My child attends:
   full day program half day drop in latchkey
6. Does this facility provide transportation? yes no
   If no, would you benefit from free transportation?
7. I chose this program because: (check all that apply)
   close to home
   close to work/school
   there was an opening
   it was in the phone book
   newspaper ad

a friend/relative's child attends
recommended by an acquaintance
employer subsidy
resource & referral(through employer)
made the decision after a visitation

8. How many hours of your time are you able to volunteer each month in this facility?
9. Rate your goals for your child in order of most important (1) to least important (6):
   play-oriented activities
   academic atmosphere
   well-trained staff
   opportunity for parent involvement
   opportunity for interaction with other children
   equipment
10. I need the following care: (check all that apply)
    week-end night during child's illness
    extended 24-hour care

APPENDIX B

Program Questionnaire

Please take a few minutes to complete this questionnaire. Graduate students from Oakland University intend to use this form to gather information about early childhood programs in Southeastern Michigan. Please return completed form to _____. Thank you.

1. When is your facility open?
   a. Hours:
   b. Days of the Week
   c. Calendar year: _____ All year _____ School year only
2. Describe your curriculum
   a. Play-based
   b. Academic
   c. Mixed
   d. Other (specify)
3. Do you have a program for children who are:
   a. 2 weeks - 18 months old?
   b. 18 months - 2 1/2 years old?
   c. 2 1/2 - 6 years old?
   d. 6 years and older?
4. What are the educational requirements for staff members?
   a. Director:
   b. Teacher:
   c. Teaching Assistant:
5. Can your facility accommodate special needs children?
6. Are there any special needs children currently enrolled?

7. Do you offer a before or after school (latch key) program?

8. Do you offer transportation between your facility and the local elementary school?

   a. For latch key participants?

   b. For 1/2 day kindergartners?

9. Does your summer program differ from your school year program? If so, how is it different?

10. Describe any "special" programs offered at your facility, such as foreign language, field trips, mother/tot classes, Mom's day out drop-in, gymnastics or dance.

APPENDIX C

Staff Questionnaire

Please take a few minutes to complete this questionnaire. Graduate students from Oakland University intend to use this form to gather information about early childhood programs in Southeastern Michigan. Please return completed form to _____. Thank you.

DIRECTIONS:

The rating scale measures your satisfaction from low (one) to high (five). Please circle the number accordingly.

		Low				High
1.	How would you describe your relationship with your immediate supervisor?	1	2	3	4	5
2.	How would you rate the amount of time devoted to training?	1	2	3	4	5
3.	How would you rate the training?	1	2	3	4	5
4.	How would you rate the amount and quality of classroom equipment?	1	2	3	4	5
5.	How would you rate the amount and quality of classroom supplies?	1	2	3	4	5
6.	How often do you interact with parents?	1	2	3	4	5

7. How would you rate the curriculum that is used? 1 2 3 4 5

   Please describe briefly _____

   _____

8. What is your position? _____

9. Do you plan to stay in the field of early childhood? yes_____ no_____

10. What is your age?

11. What is the highest level of education you have attained?

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